# Comprehensive School Improvement Plan (CSIP)

## Rationale

​School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions  
**Goal**: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

**Objective**: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

**Strategy**: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*

**Activity**: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Key Core Work Processes**: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization’s workforce and relate to its core competencies. These are the factors that determine an organization’s success and help it prioritize areas for growth.

| * [KCWP 1: Design and Deploy Standards](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf" \t "_blank) * [KCWP 2: Design and Deliver Instruction](https://education.ky.gov/school/csip/Documents/KCWP%202%20Strategic%20Design%20and%20Deliver%20Instruction.pdf" \t "_blank) * [KCWP 3: Design and Deliver Assessment Literacy](https://education.ky.gov/school/csip/Documents/KCWP%203%20Strategic%20Design%20and%20Deliver%20Assessment%20Literacy.pdf) | * [KCWP 4: Review, Analyze and Apply Data](https://education.ky.gov/school/csip/Documents/KCWP%204%20Strategic%20Review%20Analyze%20and%20Apply%20Data.pdf) * [KCWP 5: Design, Align and Deliver Support](https://education.ky.gov/school/csip/Documents/KCWP%205%20Strategic%20Design%20Align%20Deliver%20Support%20Processes.pdf" \t "_blank) * [KCWP 6: Establishing Learning Culture and Environment](https://education.ky.gov/school/csip/Documents/KCWP%206%20Strategic%20Establish%20Learning%20Culture%20and%20Environment.pdf) |
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**Measure of Success**: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

**Progress Monitoring**: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding**: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

## Requirements for Building an Improvement Plan

* There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
* The required school goals include the following:
  + For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  + For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

## Explanations/Directions

| **Goal**: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal. | An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).* | Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy. | List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way. | Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working. | List the funding source(s) used to support (or needed to support) the improvement initiative. | |

## 1: Proficiency Goal

| Goal 1 (State your proficiency goal.): Trigg County Middle School will increase its reading proficiency for all students from 60.1 in 2018-19 to 65.5 in 2021-2022 and math proficiency from 44.8 in 2018-19 to 52.3 by 2021-2022 as measured by the state assessment. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Trigg County Middle School will increase its reading proficiency for all students from 60.1 in 2018-2019 to 61.9 in 2020-2021 and math proficiency from 44.8 in 2018-19 to 47.3 by 2020-21 as measured by the state assessment | Design and Deliver Instruction | Ensure congruency is present between standards, learning targets, and assessment measures | STAR, classroom assessments, classroom observations | Monthly after school content PLC meetings.  District Congruency document  Teachers, Principal, District Instructional Leadership team | Title II Funds | |
| Continued Implementation of new Envision Math curriculum in grades 6-8 with fidelity. | STAR, classroom assessments, classroom observations | On Going PD with Envision Help Center  Math Content PLC meetings 4 for the year.  Principal/Teachers | Title I Funds | |
| Ensure rigor and fidelity of assessments and instruction | STAR, classroom assessments, classroom observations | Content level PLC meeting review of assessments completed 4 for the year.  Principal/Teachers |  | |
| PBL planning process will go through multiple feedback loops through PLC tuning protocols, instructional leadership team, and one on one feedback session with teachers. This is to increase the rigor and relevance, and alignment of PBLs that are implemented. | STAR, classroom assessments, classroom observations | Community feedback, Teacher feedback, District Level Administrator feedback – 2 meetings per project delivered to students.  Principal/Teachers |  | |
| Design and Deliver Assessment Literacy | Teachers will review items from assessment banks from STAR, and Envision Math to embed them in their classroom assessments. PLCs will review assessments for congruency to the standard and the DOK levels of the questions. | STAR, classroom assessments, classroom observations | Weekly Admin Classroom observations  Math PLC meetings  School Admin Team |  | |
| Review, Analyze, and Apply Data | Create and monitor a “Watch List” for students performing below proficiency. Teachers will create and monitor Data tracking sheets to identify students. | STAR, classroom assessments, classroom observations | Update list after each benchmark and screening test. October, January, March  Teachers |  | |
| Content PLC Data Disaggregation monitoring measures are in place to support holistic planning for high fidelity of reading and math resources and instructional delivery of standards. | STAR, classroom assessments, classroom observations | Weekly Lesson plans  After School Data Disaggregation after STAR results are available. 3 times a year.  Teachers and Principal | Title II funds | |
| Teachers will use information from data analysis completed during PLC meetings to reteach standards not mastered. They may use questions from the assessments as Bellringers, exit slips, and questions included on their classroom assessments. They will also use this information to create instructional groups in their classes. | STAR, classroom assessments, classroom observations | Weekly Lesson plans and Classroom observations  Teachers and Principal |  | |

## 2: Separate Academic Indicator

| Goal 2 (State your separate academic indicator goal.): Trigg County Middle School will increase its Separate Academic Indicator for all students from 62.1 for all students in 2018-19 to 67.1 by 2021-22 as measured by the state assessment. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Trigg county Middle School will increase its Separate Academic Indicator for all students from 62.1 in 2018-19 to 64.6 by 2020-2021 as measured by the state assessment. | Design and Deliver Instruction | Ensure congruency is present between standards, learning targets, and assessment measures | STAR, classroom assessments, classroom observations | Monthly after school content PLC meetings.  District Congruency document  Teachers, Principal, District Instructional Leadership team |  | |
| Teachers will teach with fidelity how to break down writing prompts to understand what the question is asking students to do. | STAR, classroom assessments, classroom observations | After school content PLC meetings. 3 for the year  Weekly Lesson plans  Teachers  School Admin |  | |
| Create a school wide writing program to include a common pre-writing graphic organize tool to be used across the curriculum. | STAR, classroom assessments, classroom observations | Weekly Classroom observations  Weekly Lesson Plans  Teachers  School Admin |  | |
| Design multiple opportunities for students to increase their writing stamina in on-demand writing assessments. | STAR, classroom assessments, classroom observations | After school content PLC meetings. 3 for the year  Teachers and Principal | Title II funds | |
| Ensure rigor and fidelity of assessments and instruction | STAR, classroom assessments, classroom observations | PLC meetings both grade level and content level review of assessments. |  | |
| Design and Deliver Assessment Literacy | PLCs will review assessments for congruency to the standard and the DOK levels of the questions. PLCs will review assessments for congruency to the standard and the DOK levels of the questions. | STAR, classroom assessments, classroom observations | Content level PLC meetings review of assessments.  Lesson Plans and Unit Plans |  | |
| Science PLCs will analyze the delivery of TCTs and make instructional decisions on the increased use of these types of assessments in their classrooms, but broken down in smaller chunks. | STAR, classroom assessments, classroom observations | Monthly after school content PLC meetings.  Growth Day meetings three times a year.  Weekly Lesson plans  Teachers and Principal |  | |

## 3: Achievement Gap

| Goal 3 (State your achievement gap goal.): Trigg County Middle school will increase reading proficiency for students with disabilities from 31.7 to 41.0 and math proficiency for African American students from 27.0 to 37.0 by 2021-22 as measured by the state assessment | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Trigg County Middle school will increase reading proficiency for students with disabilities from 31.7 to 34.8 and math proficiency for African American students from 27.0 to 30.3 by 2020-21 as measured by the state assessment | Design and Deliver Instruction | Ensure congruency is present between standards, learning targets, and assessment measures | STAR, classroom assessments, classroom observations | After school content PLC meetings four times in the year  District Congruency document  Teachers, Principal, District Instructional Leadership team |  | |
| Increased individual feedback given to students on results of assessment and progress toward mastery of standards. | STAR, Classroom assessments, classroom observations | Weekly Classroom observations  Weekly Lesson Plans  Monthly updated mentoring document  Teachers and Principal |  | |
| Dedicated time allocated each day for goal setting and reflection on student progress towards mastery. | STAR, classroom assessments, classroom observations | Weekly Classroom observations  Monthly updated mentoring document  Teachers and Principal |  | |
| New RTI reading and Math resources. Moby Max will be used with fidelity and students scoring below the 25% are being identified to use the program five days a week. | STAR, Case 21, classroom assessments, classroom observations | Individual STAR progress monitoring graphs  TAG committee members | Title I Funds | |
| Review, Analyze and Apply Data | Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, determine what those adjustments will be and how will they be measured. | STAR, classroom assessments, classroom observations | After School Data Disaggregation after STAR results are available. 3 times a year  Teachers and Principal | Title II Funds | |
| Create and monitor a “Watch List” for students performing below proficiency. Teachers will create and monitor Data tracking sheets to identify students. | STAR, classroom assessments, classroom observations | Update list after each benchmark and screening test. October, January, March  Teachers |  | |

## 4: Growth

| Goal 4 (State your growth goal.): Trigg County Middle School will decrease the number of all students falling below the average cut score for Projected Proficiency on KPREP by 30% by 2022 according to the CASE 21 benchmark assessment in Reading and Math. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Trigg County Middle School will decrease the number of all students falling below the average cut score for Projected Proficiency on KPREP by 15% by June 2021 according to the STAR assessment in Reading and Math. | Review, Analyze, and Apply Data | Create and monitor a “Watch List” for students performing below proficiency. Teachers will create and monitor Data tracking sheets to identify students. | STAR, classroom assessments, classroom observations | Update list after each benchmark and screening test. October, January, March  Teachers |  | |
| Teachers will use information from data analysis completed during PLC meetings to reteach standards not mastered. They may use questions from the assessments as Bellringers, exit slips, and questions included on their classroom assessments. They will also use this information to create instructional groups in their classes. | STAR, classroom assessments, classroom observations | Weekly Lesson plans  Weekly Classroom observations  Teachers and Principal |  | |
| PLC Data Disaggregation monitoring measures are in place to support holistic planning for high fidelity of reading and math resources and instructional delivery of standards. | STAR, classroom assessments, classroom observations | After School Data Disaggregation after STAR results are available. 3 times a year  Weekly Lesson Plans  Teachers and Principal |  | |
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